

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

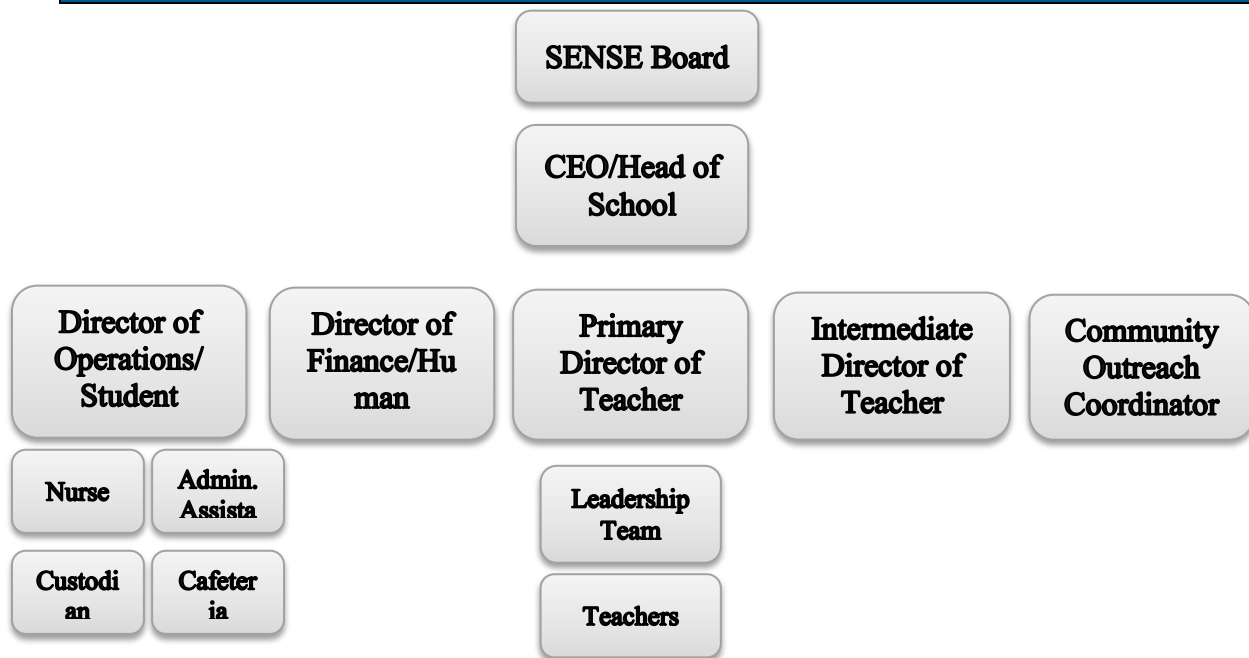
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	AS	MS	ES	ES	ES		
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						ES

The Head of School for Southeast Neighborhood School of Excellence (SENSE) has an extensive background in education, including several years of teaching and administration experience and multiple degrees and certifications, including a doctorate in administrative leadership for teaching and learning. The school's leadership team included a Director of Teacher Advancement and Continuous Growth, Director of Operations and Student Services, a Director of Finance and Human Resources and a Community Outreach Coordinator.

The school decided to add an Intermediate Director of Teacher Advancement and Continuous Growth in school year 2015-16 to provide additional academic support and added a Dean of Students mid-year. At times, roles and responsibilities pertaining to this new position were not clearly defined or communicated, as evidenced by parent phone calls to the Office of Education Innovation (OEI) surrounding discipline and behavior. Members of the leadership team had sufficient academic and operational expertise, and aside from the new roles, have remained stable over time.

The school leader continued to communicate with a variety of stakeholders throughout the school year, including school staff, families, the board of directors, OEI, and community partners. She provided relevant school updates at all board meetings and was submitted all compliance documents to the Mayor's Office in a timely manner. Throughout the year, the school leader met with policy leaders at the Department of Education to address school funding matters and also consistently worked with the Community Outreach Coordinator to solidify relationships within the school's neighborhood. Additionally, the school leader was present and active in city-wide policy discussions pertaining to unified enrollment.

Organizational Chart



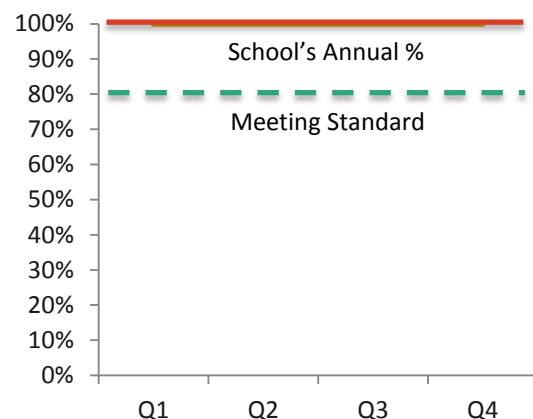
The Head of School and the leadership team consistently used an assortment of data analysis methods to inform day to day decisions. For example, after analysis revealed that students were having trouble with multi-step problems, the school leader and academic leadership team reconstructed formative assessments to address this area of concern. Additionally, the school used NWEA to monitor growth throughout the year, and offered professional development for all teaching staff on how to effectively implement this data into the classroom.

A thorough report was provided to the board at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely. Additionally, the Head of School sat on the board's Education Committee and provided critical updates and perspective for the school. Due to the consistently strong operational and academic leadership of SENSE, the school received a rating of [Exceeds Standard](#) for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	DNMS	MS	MS	AS	ES		
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, the Head of School was primarily responsible for submitting compliance documents to the Mayor's Office (OEI) and the Indiana Department of Education (IDOE). As evidenced by the graph to the right, 100% of required academics and governance related documents, such as employee spreadsheets, board meeting minutes, and quarterly reports were submitted in a timely manner.

Additionally, SENSE maintained compliance with all material sections of its charter and submitted amendments as necessary. The Head of School was consistently engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. For these reasons, SENSE received a rating of Exceeds Standard for this indicator.

On-Time Compliance Reporting Percentage (3.2a)


3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard			The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard			The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard			The school complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard			The school consistently and effectively complies with and presents no concerns in the sub-indicators below.			
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	ES	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						ES
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors at SENSE is active, experienced, and clearly committed to the mission and vision of the school. The board is comprised of individuals with experience in law, business, finance, social services, and marketing. Additionally, to maintain alignment with its mission and bylaws, the SENSE board prioritized recruitment of directors from the school's community as well as parents of current students.

The board's discussions consistently demonstrated a clear understanding of and commitment to the school's mission as a community-driven school that nurtures academics, social development, and civic responsibility. Along with typical oversight of academic and financial documents, board members regularly engaged in thoughtful discussions around community outreach. For example, the board consistently mentioned the importance of enrolling neighborhood students and actively participated in community engagement events such as the school's annual Art Attack program.

Skill Sets Represented on Board



Board Overview

Southeast Neighborhood School of Excellence, Inc. holds the charter for Southeast Neighborhood School of Excellence.

9 **majority**
Members **# Required for Quorum**

The SENSE board meets monthly.

Southeast School of Excellence is the only school operated by the board. Currently, it does not contract out with a Charter Management Organization or an Education Service Provider.

The Board Chair and Head of School maintained consistent communication with one another and the Mayor's Office (OEI). They both were proactive in providing to OEI up to date and transparent information about school performance, concerns, and future plans throughout the course of the year.

Regarding governance operations, the board maintained proper oversight of its bylaws. For example, the school revised its bylaws during the school year to ensure that the board's treasurer could remain an active director while the school continued to discuss financing strategies for building acquisition.

The board met monthly with the majority of meetings held as scheduled. Meetings regularly met quorum with the majority of directors in attendance. The board did experience slight

turnover during the school year, and the chair communicated that recruitment of new directors is a priority. All meetings abided by Indiana Open Door Law. For the reasons explained above, SENSE received a rating of **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	n/a	n/a	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The SENSE board held monthly meetings at which all stakeholders, including committees and members of the school leadership team, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had four established committees: Executive, Finance, Education and Curriculum, Community Outreach and Marketing. As building construction and development of the school's facility is a strategic priority, the board has expressed an interest in creating a facilities committee, as well.

For the 2015-2016 school year, the board combined OEI's Performance Framework, school priorities and goals, and staff feedback to provide a thorough evaluation of the Head of School. While the board continued to engage in training and practices to maintain a high level of performance itself, there was no formal method of setting board goals or evaluating its own performance, hindering the board from objectively gauging its effectiveness at the close of the year.

All meetings and observed interactions between the board and school staff were held in a professional and collaborative manner. The board provided a high level of autonomy to the Head of School and relied on her experience to make decisions regarding school operations, and provided a encouragement, praise, and support where needed. For example, after the school received its ISTEP data for the 2014-15 school year, the board collaborated with the school leader on creating solutions for improving academic performance during 2015-16. For the reasons explained above, SENSE received a rating of **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-16, SENSE's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of SENSE's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.					
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	N/A	N/A	N/A	ES	ES		
School-Specific Goals	Sub-indicators						Rating
	In maintaining with the mission and vision, SENSE looks to continue servicing families residing in the Southeast Neighborhood of Indianapolis.						ES
	Increase parental involvement in academic family function.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, SENSE set its first non-academic goal around student recruitment. In particular, the school wanted to ensure that a significant percentage of the school's students were from the surrounding neighborhood. The school reported that 86% of enrolled students came from the Southeastern neighborhoods of Indianapolis. Therefore, the school receives a rating of Exceeds Standard on this goal.

SENSE set its second goal around parent involvement. The school reported that it had a total of 87% of all parents attend Parent Teacher conferences for the Fall Semester. Additionally, the school reported high levels of attendance in a variety of other parent-engagement events, resulting in a rating of Exceeds Standard for this non-academic goal.

Overall, due to the ratings of the individual goals above, SENSE receives an Exceeds Standard on this indicator for the 2015-16 school year